Self-Determination Resources

Curricula/Strategies

Self-Determination Lesson Plan Starters

http://www.uncc.edu/sdsp/sd_lesson_plans.asp

This page contains references to data-based research studies in which students or adults were taught a new self-determination skill or set of skills. Lesson plan starters have been developed based on the description of the intervention and data collection procedures provided in each study.

Each lesson plan starter includes

- 1. Lesson objectives
- 2. Setting and materials
- 3. Lesson content
- 4. Teaching procedures
- 5. Evaluation methods
- 6. If a published curriculum is referenced in the lesson plan, the cost and contact information for the curriculum are also provided

ChoiceMaker Self-Determination Curiculum

Authors: Martin and Marshall (1995)

www.sopriswest.com

This curriculum consists of three sections:

- 1. Choosing Goals
- 2. Expressing Goals
- 3. Taking Action

Each section contains two to four teaching goals and numerous teaching objectives addressing six transition areas. Included are (a) and assessment tool, (b) *Choosing Goals* lessons, (c) the *Self-Directed IEP*, and (d) *Taking Action* lessons. The program includes a criterion-referenced self-determination transition assessment tool that matches the curricular sections. The *Choosing Goals* lessons enable the students to learn the necessary skills and personal information needed to articulate their interests, skills, limits, and goals across one or more self-selected transition areas. The *Self-Directed IEP* lessons enable students to learn the leadership skills necessary to manage their IEP meeting and publically disclose their interests, skills, limits, and goals identified through the *Choosing Goals* lessons.

Steps to Self-Determination (2nd edition)

Authors: Fields and Hoffman (2006)

www.proedinc.com

Based on a self-determination model that has five components: Know Yourself and Your Environment, Value Yourself, Plan, Act, and Experience Outcomes and Learn. It is geared toward middle and high school-age students. *Steps to Self-Determination* is experientially based, allowing students to establish and work toward goals as they acquire knowledge and skills listed in the model. The curriculum was designed to be used with students with and without disabilities and in a variety of scheduling arrangements.

The Transition Handbook: Strategies High School Teachers Use that Work

Authors: Hughes and Carter www.brookespublishing.com

This handbook specifically gives strategies for how to implement training techniques and support strategies in the context of community and social living. There is a strong emphasis on self-determination and inclusion in general education environments.

Whose Future Is It Anyway?

Authors: Wehmeyer and Kelchner (1995) http://education.ou.edu/zarrow/?p=45&z=52

Whose Future Is It *Anyway?* helps prepare students for their IEP meetings and gain self-determination skills through six sections that contain 36 lesson sessions.

This lesson package comes with a <u>Coach's Guide</u> that outlines the lessons, how to teach them, the roles of the students and teachers, as well as expected outcomes.

Next S.T.E.P.: Student Transition and Educational Planning

Authors: Halpern et al (1997)

www.proedinc.com

The two main purposes of this student-directed planning program are to teach students the skills they need to do transition planning and to engage students successfully in this process.

The curriculum consists of 16 lessons clustered into four instructional units, with each lesson designed to be delivered in a 50-minute class period.

Teaching Self-Determination in Alaskan Schools: A Toolkit for Teachers

http://www.alaskachd.org/toolkit/content/Lessons/4/Speaking.html

"Teaching Self-Determination in Alaskan Schools: A Toolkit for Teachers" is a project sponsored by the Alaska Department of Education and Early Development. The kit has been developed for teachers, parents, students and other professionals who are interested in promoting self-determination within home, school and community settings. If students with disabilities are to be successful in maximizing opportunities for self-determination in adulthood, they need to be equipped with the knowledge, beliefs, and skills that lead to self-determination in their educational programs.

The project is in its fifth year of providing technical assistance and training on teaching self-determination skills. Training for staff include strategies to support students in special education with developing skills that lead to successful transition to adulthood. Research has found that students who are more determined are more likely to be employed and live independently in the community after completing high school than students who are less self-determined. The toolkit has been designed to provide materials, which include activities, lessons and resources on implementing self-determination skills that meet the requirements for self-determination content, found in the Alaskan Content Standards and the Alternate Assessment.

Student-Directed Transition Planning

University of Oklahoma: Zarrow Center for Learning Enrichment http://education.ou.edu/zarrow/?p=37&z=7

The eight Student-Directed Transition Planning (SDTP) lessons facilitate high school to adult life planning partnerships between students, their families, and educators. Educators use eight SDTP lessons to teach their students the knowledge needed to actively participate in their transition-focused IEP meetings. The titles of the SDTP lessons are:

- Awareness of Self, Family, Community, and Disability
- Terms and Concepts for Transition Planning
- Vision for Employment
- Vision for Further Education
- Vision for Adult Living
- Course of Study
- Connecting with Adult Supports and Services
- Putting It All Together: The Summary of Performance

How Rude! The Teenagers' Guide to Good Manners, Proper Behavior, and Not Grossing People Out

Author: Alex. J. Packer www.freespirit.com

Most etiquette books are preachy, boring, and dull. This one keeps you laughing as you learn the basics of polite behavior in al kinds of situations – at home, at school, in public with friends, with strangers, at the mall, at the movies, on the phone, online, in conversation, at job interviews, in restaurants, on elevators, in cars, on skates, at parties, at formal dinners, on the bus, and anywhere you go.

The Self-Directed IEP Kit with video

Authors: J. Martin, L. Huber Marshall, L. Maxson, P. Jerman www.sopriswest.com

This kit, with closed- or open-captioned videos, assessments, and student workbooks, is designed to facilitate the student's involvement in developing and presenting the IEP.

Books:

Wehmeyer, M., Field, S. (2007). *Self-determination: Instructional and Assessment Strategies*. Thousand Oaks, CA: Corwin Press

Wehmeyer, M., Agran, M., Hughes, C. (1998). *Teaching Self-Determination to Students with Disabilities: Basic Skills for Successful Transition.* Baltimore: Paul H. Brooks Publishing Co.

Wehmeyer, M., Sands, D. (1998). *Making it Happen: Student Involvement in Education Planning, Decision Making, and Instruction.* Baltimore: Paul H. Brooks Publishing Co.

McGahee, M., Mason, C., Wallace, T., Jones, B. (2001). *Student-Led IEPs: A Guide for Student Involvement*. Arlington, VA: Council for Exceptional Children. This document is available on the web for printing at: www.cec.sped.org.

Field, S., Martin, J., Miller, R., Ward, M., Wehmeyer, M., (1998) *A Practical Guide for Teaching Self-Determination*. Arlington, VA: Council for Exceptional Children.

Holburn, S., Gordon, A., Vietze, P. (2007). *Person-Centered Planning Made Ease: The Picture Method.* Baltimore: Paul H. Brooks Publishing Co.